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ABSTRACT

This review of the literature on women of color in mathematics, science, and engineering helps define the need for a national agenda for equity in these fields sponsored by the Educational Equity Policy Studies Program of the Center for Women Policy Studies, and for a comprehensive research program that examines barriers to the participation of women and girls of color in mathematics, science, and engineering. The review is limited to research on middle school or preadolescent years (grades 4 through 8). Only studies that examine barriers to participation in mathematics and science are included. Studies, published between 1959 and 1990, are organized around four major barriers: (1) attitudes and perceptions; (2) achievement and performance; (3) course enrollment and participation; and (4) career interests and aspirations. Individual factors, school-related factors, and home and societal factors of these barriers are highlighted. The review illustrates that studies of women tend to overlook women of color, and studies of students of color deemphasize gender differences. A list of 354 references notes the studies reviewed. (SLD)

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